



## ADMINISTRATIVE PROCEDURE XXXX

### Elementary Program Implementation at School Site

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**Responsible Office(s):** Office of Academics: Department of ELL/WL Department

#### PURPOSE

The purpose of this document is to provide guidance for ELL Tier I program implementation at the elementary level. Elementary Schools provide ELL Tier I language instruction that is explicit to the development of language in all 4 domains (reading, writing, listening and speaking) to ELL students in addition to other core content areas. **Time scheduled for explicit language instruction, regardless of the program model, should be at least 45 minutes, 3 – 5 times a week.** ELL instruction may not be used as Tier 2 or Tier 3 intervention.

#### PROCEDURE

1. Master schedule is designed to ensure equitable access to explicit language instruction as well as Core instruction for all ELLs
2. Clear communication from site administration with school staff about the ELL program at the school
3. Proper identification of students who qualify for ELL services
4. Clear communication with parents about the ELL program at the school, the type of ELL instruction their child is receiving and on-going language development progress
5. Instructional materials that provide explicit instruction in all 4 domains of language (reading, writing, listening and speaking)
6. Language development monitoring through language specific assessment in all 4 domains of language
7. Long-term graduation goal for ELL students

Schools have the option to implement different ELL models: The Sheltered English Immersion model is recommended that provides students with instruction using collaborative model for inclusion, pull out model or a combination of both provided they met the minimum time requirements for explicit language instruction.

**Collaborative Inclusion Model:** ELL teacher and general education teacher collaborate to co-teach using the team teaching and/or station to station model to provide explicit language and literacy instruction.

In order to successfully implement the inclusion model to include explicit language instruction, the following 3 features must be in place:

1. Student scheduling follows responsible scheduling guidelines
2. Both general education and ELL teacher(s) have a clear understanding and training in the co-teaching models. This training is offered through the Department of ELL and/or Special Education
3. Collaboration and planning time between general education and ELL teacher must be provided on a daily and/or weekly basis during professional contract time/days

If the above conditions are not in place for explicit language instruction to happen within this time, then the collaborative inclusion model should not be implemented at the school site.

**Pull-out Model:** ELL teacher takes students out of the general education classroom to provide explicit language instruction.

In order to be successfully implemented, the school should consider the following:

1. School Intervention Blocks, as well as Core times, should be staggered throughout the day so that the ELL teacher will be able to see all grade levels during an appropriate time
2. Students cannot be pulled out of the classroom for explicit language instruction during Core Reading or Math time (Newcomers may be the exception during their Core Reading time if language development level is 1 – 2)
3. Explicit language instruction should be tied to standards being taught in the general education classroom and frontload and/or reteach concepts with scaffold language opportunities

### **DESIRED OUTCOMES**

This Administrative Procedure is designed to give administrators/teachers/counselors and student/family information on recommended instructional models designed to increase the language proficiency and content knowledge of English Language Learners and provide students with equitable access to Core instruction.

### **IMPLEMENTATION GUIDELINES & ASSOCIATED DOCUMENTS**

1. This Administrative Procedure reflects the goals of the District's Strategic Plan and aligns with Administrative regulations 6171, Limited English Proficiency.
2. This Administrative Procedure complies with:
  - a. Elementary and Secondary Education Act (ESAEA), part A, English Language Acquisition, Language Enhancement, and Academic Achievement Act
    - i. Title III, Language Instruction for Limited English Proficient and Immigrant students (Public Law 107-110)
  - b. Civil Rights Act of 1964, Title VI, which prohibits discrimination based on race, color, or national origin.

### **REVIEW AND REPORTING**

1. This procedure and any accompanying documents will be reviewed annually.

**REVISION HISTORY**

Date	Revision	Modification
03/2013	1.0	Adopted as Accepted Practice
07/2014	2.0	Revised: converted to Administrative Procedure